

R EARLE DAVIS ELEMENTARY

2305 Frink Street
Cayce, South Carolina 29033

GRADES K-5 Elementary School

ENROLLMENT 349 Students

PRINCIPAL Jim Hinton 803-739-4080

SUPERINTENDENT Barry F. Bolen 803-739-8399

BOARD CHAIR Jerry S. Chitty 803-796-4708

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	25	61	5	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

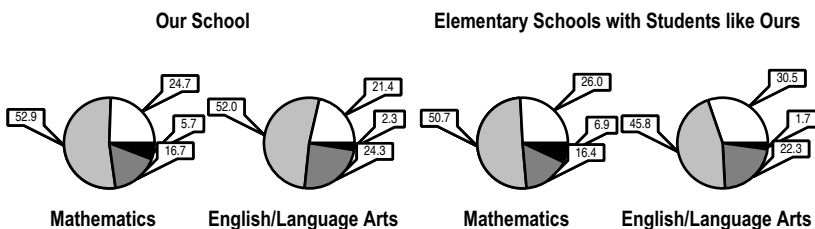
FOR MORE INFORMATION, VISIT WEBSITES AT:




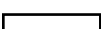
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Average	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	27	58	31
Percent satisfied with learning environment	100.0%	87.7%	83.9%
Percent satisfied with social and physical environment	95.8%	84.5%	71.0%
Percent satisfied with home-school relations	96.2%	94.8%	93.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	191	99.0	21.4	52.0	24.3	2.3	26.6	17.6
Gender								
Male	100	98.0	24.2	52.7	20.9	2.2	23.1	17.6
Female	91	100.0	18.3	51.2	28.0	2.4	30.5	17.6
Racial/Ethnic Group								
White	50	98.0	12.5	56.3	27.1	4.2	31.3	17.6
African-American	140	99.3	25.0	50.0	23.4	1.6	25.0	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	145	99.3	19.4	47.3	30.2	3.1	33.3	17.6
Disabled	46	97.8	27.3	65.9	6.8	N/A	6.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	191	99.0	21.4	52.0	24.3	2.3	26.6	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	191	99.0	21.4	52.0	24.3	2.3	26.6	17.6
Socio-Economic Status								
Subsidized meals	133	98.5	20.3	57.7	19.5	2.4	22.0	17.6
Full-pay meals	58	100.0	24.0	38.0	36.0	2.0	38.0	17.6

Mathematics								
All students	191	100.0	24.7	52.9	16.7	5.7	22.4	15.5
Gender								
Male	100	100.0	21.7	53.3	19.6	5.4	25.0	15.5
Female	91	100.0	28.0	52.4	13.4	6.1	19.5	15.5
Racial/Ethnic Group								
White	50	100.0	18.8	39.6	29.2	12.5	41.7	15.5
African-American	140	100.0	26.4	58.4	12.0	3.2	15.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	145	100.0	16.2	55.4	20.8	7.7	28.5	15.5
Disabled	46	100.0	50.0	45.5	4.5	N/A	4.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	191	100.0	24.7	52.9	16.7	5.7	22.4	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	191	100.0	24.7	52.9	16.7	5.7	22.4	15.5
Socio-Economic Status								
Subsidized meals	133	100.0	28.2	56.5	12.1	3.2	15.3	15.5
Full-pay meals	58	100.0	16.0	44.0	28.0	12.0	40.0	15.5

Abbreviations for Missing Data

N/A Not Applicable

N/C Not Collected

N/R Not Reported

I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	53	N/A	22.6	47.2	30.2	N/A	30.2
	Grade 4	53	N/A	21.2	57.7	21.2	N/A	21.2
	Grade 5	60	N/A	17.2	62.1	19.0	1.7	20.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	62	96.8	13.0	55.6	29.6	1.9	31.5
	Grade 4	56	100.0	11.8	58.8	23.5	5.9	29.4
	Grade 5	73	100.0	35.3	44.1	20.6	N/A	20.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	53	N/A	26.4	47.2	22.6	3.8	26.4
	Grade 4	53	N/A	36.5	38.5	15.4	9.6	25.0
	Grade 5	60	N/A	25.9	43.1	20.7	10.3	31.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	62	100.0	21.8	60.0	12.7	5.5	18.2
	Grade 4	56	100.0	21.6	52.9	21.6	3.9	25.5
	Grade 5	73	100.0	29.4	47.1	16.2	7.4	23.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 349)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.5%	Down from 2.6%	2.6%	2.4%
Attendance rate	96.2%	Up from 95.9%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	14.4%	No change	10.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.1%	Down from 11.0%	8.9%	8.0%
Older than usual for grade	0.3%	Down from 0.6%	1.4%	1.1%
Suspended or expelled	1.4%	Down from 1.7%	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	56.7%	Down from 60.0%	44.0%	50.0%
Continuing contract teachers	93.3%	Up from 71.4%	85.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.3%	Down from 85.7%	86.1%	86.2%
Teacher attendance rate	94.1%	Down from 95.3%	95.2%	95.3%
Average teacher salary	\$42,410	Down 0.3%	\$39,347	\$39,909
Prof. development days/teacher	16.2 days	Up from 12.6 days	11.9 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	15.0 to 1	No change	18.7 to 1	18.9 to 1
Prime instructional time	88.7%	Down from 90.5%	89.6%	89.7%
Dollars spent per pupil*	\$7,202	Up 15.6%	\$6,034	\$5,892
Percent spent on teacher salaries*	68.8%	No change	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Davis Elementary School celebrated fifty years of service to the Lexington School District Two community during the 2002 - 2003 school year. Davis Elementary continually strives for academic excellence for all students. To achieve this goal, scientifically research-based programs are provided for our students throughout all facets of the curriculum. As a result, student performance on the PACT continues to improve with higher numbers scoring at or above the basic level.

Academic excellence for all students is the driving force of our school. All Davis stakeholders are committed to ensuring that our beloved students receive a high-quality education. Thus, the 2002 - 2003 school year resulted in increased efforts and dedication to the educational programs offered to our students. Our comprehensive remediation program was reorganized to ensure that students received targeted assistance based upon the results of on-going assessments. The program was expanded to include homework assistance, computer-based assistance, and project-based learning opportunities which resulted in published student work. The computer lab offered extended morning hours for remediation using the Houghton Mifflin Math Steps program. The student-led morning math (M & M) tutorial included the use of manipulative-based mathematical opportunities with the support of the NC based enrichment program Week by Week Essentials. Also, several student leaders were trained by the reading specialist to support students in becoming strategic readers. Other programs that expanded the school day included a new school safety patrol, student recycling club, schoolyard habitat helpers, and a student instrumental ensemble.

During 2002 - 2003, Davis celebrated many successes to include: enjoying its first-year status as a State Red Carpet School; being featured on the local news for literacy efforts and community involvement; having our physical education teacher named a National Board Certified Educator; receiving National Schoolyard Habitat status from the National Wildlife Federation; and being recognized by the Columbia Area Reading Council for having 50% of our faculty in its membership. The school had eighteen teachers participate in the district's balanced literacy initiative.

Davis Elementary anticipates with great excitement the addition of an early childhood wing, a new cafetorium, two fine arts classrooms, and a physical education multipurpose room. Davis Elementary will continue to strive for academic excellence for the 2003-2004 school year. Our focus will be to develop the total child by moving our students from the basic levels of performance to the proficient and advanced levels on standardized tests. We will accomplish this goal with the sustained support and love of our dedicated and committed PTO and SIC, to whom we give great thanks.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.